

Creating orientation videos for clients with autism spectrum disorder

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Purpose of this thesis was to create orientation videos for clients with autism spectrum disorder. Goal was to do the videos so that they meet the special needs of people with autism spectrum disorder (ASD) and that that they would be useful for both clients and staff for the working life partner, Autismisäätiö, and more specifically in its unit. Idea to do this thesis came from one of the workers' of unit and they decided to approach me because of the working experience and connections which I have gained while working there as a substitute.

To reach those mentioned goals, the theoretical background concentrates on the features of ASD and modeling, which was found by Albert Bandura. Literature review also includes basic theories of iPad, which is going to be platform used when the provided material is in use, and orientation which is also one the key elements in this thesis. Theoretical background also tells about the videos as a tool in the field of social work.

This thesis tells about the process and phases which were implemented; manuscripts and storyboards and what to and what not to include in them, practice videos and why they were made, actual shooting days and how they were planned and executed and finally the editing and what kind of solutions were made with that phase.

Even though the final product is finished it is impossible to evaluate its usefulness. To do that the product should have been in use for longer period of time and that is impossible to execute in this schedule. That is why the evaluation is about going through the process itself through theories mentioned before and also through SWOT analysis, which was done before the project and then processed afterwards, and post-project evaluation theory which tells us what went well and expectedly and what should be improved if this similar project will be done again later on.

Keywords: Autism Spectrum Disorder, Orientation, iPad, Autismisäätiö, Video Modeling

Ahonen Terhi

Perehdytysvideoiden tekeminen autismin kirjon asiakkaille

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Tämän opinnäytetyön tarkoituksena oli luoda autismin kirjon asiakkaille perehdytysvideoita. Tarkoituksena oli tehdä videoita jotka kohtaavat autismin kirjon erikoispiirteet sekä ovat hyödyllisiä niin asiakkaille kuin työntekijöille yhteistyökumppanini, Autismisäätiön, työ- ja päivätoimintakeskuksessa. Idea tähän työhön tuli valmennuskeskuksen työntekijältä joka päätti kysyä minua toteuttamaan tämän projektin koska kyseinen yksikkö, sen asiakkaat, tilat ja toimintatavat ovat itselleni tuttuja työkokemukseni kautta.

Jotta edellä mainitut tavoitteet saavutettaisiin, on tämän työn teoriaosuus keskittynyt erityisesti autismin kirjoon ja sen erityispiirteisiin sekä Albert Banduran kehittämään mallintamisen teoriaan. Teoreettinen viitekehys käsittelee myös iPadin perusteita sillä se tulee olemaan työväline jota asiakkaat käyttävät kyseisten videoiden katsomiseen sekä perehdyttämisen teoriaan. Myös videoiden käyttöä ja hyötyjä sosiaalialan töissä käsitellään.

Tämä opinnäytetyö kertoo myös itse prosessista ja sen vaiheista jotka toteutettiin projektin aikana, alkaen aina käsikirjoittamisesta ja niiden sisällöstä, harjoitusvideoista ja niiden tarkoituksesta, oikeista kuvauspäivistä ja miten ne suunniteltiin ja toteutettiin sekä lopuksi editoinnista ja siitä, millaisia ratkaisuja sen suhteen tehtiin.

Vaikka lopputuote on valmis, on mahdotonta arvioida sen hyödyllisyyttä. Jotta sen voisi tehdä, videoiden olisi pitänyt olla käytössä pidemmän aikajakson ajan joten sen toteutuminen ei tässä aikataulussa ollut mahdollista. Tästä johtuen tämän opinnäytetyön arviointiosuus keskittyy projektin arviointiin käymällä läpi sekä edellä mainittuja teoriapohjia sekä SWOT-analyysia joka tehtiin ennen projektin aloittamista ja käytiin lopuksi läpi sekä projektin jälkeistä arviointiteoriaa, jonka kautta voi pohtia mikä onnistui odotetusti ja missä pitäisi parantaa jos vastaava projekti toteutettaisiin tulevaisuudessa.

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1 Introduction

This thesis tells about project where I created introduction videos for clients with autism spectrum disorder (ASD) (Duodecim, 2014). This target group of the thesis came up because of my work experience which I have gained in past year and a half in Autismisäätiös' unit. Working there woke my interest towards autism, since even though autism is relatively common disorder (1 in 68 children according to Autism Speaks [2015]) there has not been discovered a reason why it does appear (Autism Society 2015). I also wanted to make something practical and useful, and when one of workers' suggested making orientation videos I found that idea interesting and challenging and decided to work with that subject.

Main focus for this thesis is to face the special features of ASD since that is the element that is most important and interesting for me and that is also what the working life partner has requested. Throughout this work the aim is ASD and target groups needs. The focus will also be in unit as a space and service provider since these materials are made exclusively for them. Idea is that the created materials will be useful in the future and help both workers and clients. This will be accomplished by using good theoretical background, professional knowledge of mine and with the guidance of working life partner.

As a theoretical framework I am going to concentrate on the theoretical backgrounds of ASD, modeling, orientation, iPads and videos as a format in general. Since the target group and its special features are not so well known I found it important to focus on telling about those needs what this thesis is aiming to face. All the other parts of theoretical framework are there to support this project and its goals are relevant, useful and that there is a proof that people with ASD can support from video modeling and orientation. Theoretical framework also justifies why iPad is a good tool to use with this target group and what are its pros and cons.

In appendices there are the copies of manuscripts and lists that were used during the actual process. Also few of the storyboards which were meant to be used while shooting are there, even though they were found out not so useful for the work. During actual process it was easier to use two lists; one where the scenes were listed together with the employers and other one which included majority of the needed preps for this project. These lists made it a lot easier to do actual filming effectively and fast as possible.

2 Backgrounds of the thesis

In today's world the use of modern technology has rapidly increased. Using tablet devices when learning and working is uprising trend and it has no end on sight. Reasons for this are many; tablet device is easy take with you where ever you go, it is ready for use immediately and it is very useful when making notes. With tablet devices it is easy to make audio-, video and written notes and share them quickly for example with colleagues. Most popular of all the tablet device brands is Apples' iPad. It has been evaluated that it is the easiest and has the clearest operating system when comparing to the rival brands. (Sometek, 2015)

Since using tablet devices is an upcoming trend it is clear why the working life partner of this thesis wants to find how to use those devices with the clients. It has also been found useful tool for the clients of the target group in the fields of communication, social interaction, behavior support and sensory processing support (Positive Partners, 2015). These are the factors that made one of my working life partners' worker to suggest me of doing this project as my thesis. Before asking this the company had tested which tablet brand is the best for the target group and ended up in iPads and they wanted to find more alternative ways to use it.

The reason why it is important to do orientation videos instead of something else is the level of the usefulness for the company. If the videos would be teaching videos about for example the offered activities there is a risk that they would not be valid or useful for long period of time. Orientation to the unit and its spaces and customs was founded better idea, since at the moment orientation is done so that the new clients go around the unit with one of the workers. This might not be the best way to do it because of the special needs which phase most of the clients of this target group.

2.1 Working life partner Autismisäätiö

Autismisäätiö was chosen to be my working life partner because of the work experience that has gained for me while working there as a substitute during past year and a half.

Autismisäätiö is non-profit institution which works nation widely. The aim for the services is to provide expert knowledge when it comes to neuropsychiatric disorders, such as autism spectrum disorder (ASD) and ADHD. Aims for the provided services are to improve clients' performance and quality of life. Autismisäätiö engender housing services, work- and daytime centre services, neuropsychiatric open services and also services to support clients to become employed. The services are improved so that they would continue facing the changing needs of the clients. (Autismisäätiö, 2015)

This thesis will be done in the unit of Autismissäätiö. The unit provides day- and work activities. The unit has four different workshops; art, media, work and job- and study coaching. There also operates different smaller groups, such as groups that handle issues of sexuality, society, and stress management and many other services and activities. Unit also provides study- and job coaching for clients who have need for it. Amount of staff is 31.

3 Literature review

This chapter tells for the reader the theoretical backgrounds of this work; why is this work done and why are these chosen methods been chosen, what can be the benefits of the outcome of this project and what are the academic justifications for those things that will be executed in this project. It also justifies the use of the chosen device and also the method which will be implemented in this project.

3.1 ASD

Autism spectrum disorder is a diagnosis which is given for people who have mental retardation as well as severely impaired language (Aspy, Grossman, 2011, p. 8). There is also diagnosis called as High Functioning Autism, HFA, and Asperger's Disorder, AS. To clarify this terminology this thesis talks about the client group as ASD's.

The main diagnostic criteria and associated features in ASD can be divided into seven different groups; social, restricted patterns of behavior, interests and activities, communication, sensory differences, cognitive differences, motor differences and emotional vulnerability (Aspy, Grossman, 2011, p.11-19). There is also long list of the other disorders which are associated with ASD (such as ADHD, epilepsy, learning disabilities, depression).

When looking at this project and relating to professional knowledge, the associated features which are related into ASD and are the most important ones which need to be taken into consideration are communication, sensory differences and cognitive differences. These are the factors that define what the video clips will include and also how those will be put into together.

All senses can be divided into two sections; hypo (under-sensitive) and hyper (over-sensitive). The main senses when thinking about this thesis are sound and sight. The hypo sight needs often more visual tools to help them to cope in everyday life, hyper on the other hand can benefit from using sunglasses or from reducing fluorescent lights. Hypo sound can benefit from the use of visual supports which are backing up the verbal information, so that the per-

son is able to read the necessary information when understanding speech is lower. Hyper on the other hand might benefit from the use of ear plugs, listening music or preparing them to face noisy and crowded places. (The National Autistic Society, 2014)

One of the key sensory differences is prosopagnosia (face-blindness). Some researchers suggest that this might be an essential symptom of autism spectrum disorder, maybe even a specific subgroup of Asperger syndrome. There have been some experimental studies which suggest that the people with autism spectrum disorder use abnormal processing strategies.

The severity and exact effects vary between people. Some prosopagnostic people have created their own recognition system; most common ones of these other features are clothes, facial hair, hair and movements. Prosopagnosia can be one of the reasons why people with ASD isolate from people in general; a difficulty to recognize others interferes with making and maintaining relationships. (Bogdashina, 2003, p. 127)

From cognitive differences the most relevant ones are the special features related into memory and attention. Many people with ASD have difficulties to remember things verbally and easier to remember things when they actually see, hear, feel, smell or taste the items (in their mind). Their memory also works so that there tends to be an immovable connection of scene and time, of content and context (a so-called concrete situational or episodic memory). Attention is another cognitive feature where people with ASD have issues. When person without this disorder is capable to ignore irrelevant facts from the relevant ones and making this way the processing of information effective and conscious, person with the disorder can struggle doing this process. Reason for this is the fact that often autistic people have different views and knowledge about the world than non-autistic people. Then the basic information where they reflect information is different which can cause difficulties on finding the relevant facts from the information. (Bogdashina, 2003, p.101-106)

The differences in communication have great impact on individuals with ASD. These differences affect every part of communication and the list of these possible difficulties is long. When looking at these issues from the point of this thesis the most important ones are difficulties to understand nonverbal communication (such as facial expressions and body language), figurative language and language with multiple meanings, humor, sarcasm and synonyms. (Aspy, Grossman, 2011, p. 13-14)

3.2 Modeling and orientation

Modeling is one part of the social learning theory which was discovered by Albert Bandura 40 years ago. Bandura discovered that children learned new skills by watching other people performing those skills and then imitating rather than just through personal experience. He also

found out that the observers will perform without presence of reinforcement and also in other settings where that particular skill was originally observed. (Bellini, Akullian, 2007, p.265)

There are many types of modeling, such as direct (copying the model), synthesized (combining several observations to create a new behavior) and symbolic (copying fictional characters from television, books, etc.). (Aspy, Grossman, 2011, p.225) Today, executing these different types of modeling is mainly done by technological devices, usually with video camera. Video modeling is most common one; it is used to demonstrate desired behaviors through video representation of the behavior, which the viewer later imitates in real life situation. Video self-modeling is a specific form of video modeling, where the individual imitates the behavior after watching him or herself imitating that skill successfully in record. (Bellini, Akullian, 2007, p.265) There is also live modeling, which includes use of live performances, such as cooperative play, conversations and role play. (Aspy, Grossman, 2011, p. 226)

Studies show that individuals with ASD, no matter what is their age, benefit from modeling. Reason for this is that individuals with ASD usually learn better with visual cue instructions and with a frequently studied intervention strategy (such as modeling). Studies also show results that people with ASD has continued imitating those learned skills months after intervention where the videos including those new skills were showed. This is an important fact when taking into consideration that people with ASD often has difficulties to transfer their skills from one scene to another. However, there is no relative comparisons done that would proof that this method is more effective than other educational and educational practices. (Bellini, Akullian, 2007, p. 266-267)

Orientation is a matter that needs to be done whenever individual starts in a new place, usually such as work or school. However, nowadays it is common that the daytime centers and housing units in the field of social work provide orientation for their new clients. For example this kind of orientation material is provided in other daytime centers.

Orientation is not academically studied field and it is mainly seen as a practical system and as a process which different organizations use. (Pitkänen, 2010) However, it is known that good orientation is related to the successfulness of companies and organizations, and that it is something that companies and organizations should create as their own - copying is no use since every company and organization has different needs and goals what to achieve. (Kupias, Peltola, 2009) However, even though it should be individualized into every company it is a fact that the word orientation has same content in all places; it means guidance to the work task, knowing the work community, organization and associates and getting to know the customs of that particular place. (University of Eastern Finland, 2010)

3.3 iPads and videos

When the technology has involved the amount of tools for ASD clients has increased rapidly. Nowadays the smart phones and tablet devices are crucial element when it comes to rehabilitating individual with ASD. The amount of applications developed only for them is already high and it is increasing all the time and there are services where you can find what would be suitable for every individual's needs. (Autism Speaks, 2015).

There have been studies how different tablet devices (mainly iPads) work with individuals who have ASD. However, all available studies have been executed with children with autism. The functionality of the device is used mostly in the same ways; to teach via video modeling ASD individuals' new skills. The reason why tablet device is so functional with the ASD clients is the fact that it is multi-sensory learning tool, delivering more than just visual support and auditory feedback, in that it provides tactile and kinesthetic feedback for learners. (Emerson, 2013)

The reason why this thesis is going to be executed with an iPad instead of Android -based tablet device is the fact that the real life partner uses iPads. The reason why they have chosen to use iPads is the fact that they are proven to be more easier for this particular client group to use; the layout and qualities are made so that people with ASD find them easier to use. This was discovered when the company purchased both Android tablet and iPad some time ago and tested which one is more functional in this environment. It turned out that iPads fulfilled the expectations better than other devices. (Autismisäätiö, 2015)

Videos are the main way to provide information for the target group of this thesis. The amount of possible ways to create a video and the amount of applications which can be used is almost limitless. Finding the right tools and ways to create this project is main challenge. However, even though making these videos can be slow and difficult, it also is a way to tell stories and teach new skills in a more exciting and motivating ways than what only text and pictures would do. (Ruuska, Löytönen, Rutanen, 2014).

The plain language which is going to be used in the created materials is key factor which needs a lot of attention; problems to understand text are very common with people with ASD (Ruuska, Löytönen, Rutanen, 2014). It is very important that when creating these materials the language which will be used is carefully chosen. It needs to give a clear picture for the viewers who cannot follow speech that what is going on by choosing correct words which are easy enough to understand, making the structure of the sentences as easy as possible and also making the sentences as short as possible (THL, 2014).

3.4 Evaluation

SWOT analysis is a framework which is used to analyze companies' internal and external factors which can affect their capability to function. It is a tool which is used to determine if the product or business idea is realistic and if the goals are achievable. Ways to use it and beneficial questions to ask vary between organizations and products. (Brim Agency, 2014 and Professional Academy, 2014)

This following table was made first alone and then discussed through with the working life partners' instructor. Doing so it gave more answers and more issues to consider about which is useful when analyzing later how did this theoretical framework function while writing this thesis and creating that product.

| HELPFUL | HARMFUL | |
|--|---|-----------------|
| STRENGTHS <ul style="list-style-type: none"> • professional knowledge • experience • knowing the organization • knowing the target group • good Finnish • good articulation • creativity • knowledge and skills to write plain language • chance to learn new skills | WEAKNESSES <ul style="list-style-type: none"> • technological skills • patience • time management • motivation • writing skills (long academic texts) | INTERNAL |
| OPPORTUNITIES <ul style="list-style-type: none"> • support of work community • interesting and challenging subject • flexible working hours | THREATS <ul style="list-style-type: none"> • timetable • deadlines • technology • execution is not what was wanted • too many ideas | EXTERNAL |

| | | |
|---|---|--|
| <ul style="list-style-type: none"> • too many ideas • good instructors • chance to make awesome and functional materials • tools • stability of the organization | <ul style="list-style-type: none"> • other workers do not want to participate • significant changes in spaces | |
|---|---|--|

Table 1 SWOT analysis

Majority of the strengths are related to professional knowledge which has come through work. Since working there year and a half as a substitute there has gained a lot of knowledge and confidence to do things; personal experiences have thought what works and what does not with the majority of the clients. There is also certain amount of confidence when performing and talking in public which has improved the articulation so that it is clear for the clients to understand.

Weaknesses are all because of the incapability to concentrate anything that is long term and needs full attention. This is the reason why motivation, time management and partially academic writing skills are mentioned; since it is difficult to execute anything long term it is challenging to write a long text during long period of time which needs to be read over and over again. This is definitely the downfall where most of the internal struggles come from. Using tablet devices and editing videos is not the most familiar thing so it can also cause some struggle while working in that stage.

Opportunities are mainly given by the working life partner. Since they know me well and we have trust for each other it is easier for them to give more free hands to execute and work. This shows up when talking about support and working hours (possibility to stay at the unit even after other members of staff have already left). The quality of the provided tools is excellent which makes working easier and instructors are educated for this kind of things which makes their advices useful for this project.

Too many ideas are mentioned both in external opportunities and threats. Reason for this is that the amount of ideas can be both helping and damaging factor for this project. New ideas and thinking outside of the box are factors that can make this product better than others and actually good and useful for the working life partner. However, having too many ideas can slow down phases of this project and can be a reason why created product is dysfunctional and does not make sense for anyone.

Threats of this project are technology (there is a risk that for some reasons all the created material disappears because of some kind of error), deadlines given by school (meaning those thesis days where this work is supposed to be presented and other matters related to graduation), execution does not serve its purpose when this whole work was pointless. There is also a chance that the members of the staff do not want to be seen in videos which make filming more difficult and amount of volunteers participating to increase. When looking at the long term threats big changes in the uses of spaces has to be mentioned since if the company decides for example change places of workshops then created videos will not have value.

Another evaluation theory which is going to be used in this thesis is post-project evaluation which will be used after the project is over. Post-project evaluation is meant to measure how well the project and its final products meet the customer needs. It also helps to identify what worked and what needs to be improved. Idea of it is that the documentation of what was done is well executed and that there are some ideas how it can be improved when doing this similar kind of project in the future. (Project Management Advisor, 2006)

These will be discussed in the conclusion chapter where idea is to go through phases of the project and think them through theory; what went like was planned, did it meet the special needs of the target group and might this product be useful. It is also important to think what could have been done differently so that in the future this same product can be produced even better and avoid the same possible downfalls what this project did.

4 Implementation of the project

This chapter goes through every step what was taken during this thesis project. While the project was going on it was very important to make careful and detailed notes about what was done so that writing this part became easier when everything does not have to be memorized.

4.1 Storyboards and planning

Storyboard is a tool which is used to visualize the script. It is done so that it has done panel by panel so that it looks like a comic book and the idea is that it includes information about the characters and how are they moving and what are they saying, how much has time passed between panels and what is the distance and angle of camera and is the camera moving or not. This helps to plan the video before shooting it and is a way to ask feedback how other people feel about it - is it working and effective or not. Changes are also easier to make to the drawing than to the videos afterwards. (Storyboards, 2015)

Before starting the drawing it was important to decide what the actual content of these video clips is. After discussion with the thesis tutor of the workplace there grew an idea of executing these videos so that they would be in a form of a day in unit of Autismisäätiö, starting from the entrance at the morning and finishing to the point when it is time to go home. During the day the main character of these videos will go through all the key elements of that unit. When it came to the different activities which are offered in the workshops it was important to ask the workers opinions; what do they want to tell about their workshops and the activities that they offer there. Since these videos are made also as a tool for them it is crucial that they have a say what they include. Order of these videos is following:

1. Entrance to unit

This video starts outside of the unit and together with the camera main character goes to the fifth floor where the unit is. Journey continues inside where the main character shows where to leave jacket and how to use lockers and what to leave in there.

2. Art workshop

Video starts by watching main characters' week schedule which is specially made for this project. After that the main character goes to the art workshop, introduces the spaces and different activities.

3. Breaks

After working in the art workshop main character has a break. In this clip the idea is to show the places where it is possible to spend the breaks, what the possible activities are and what time the breaks take place.

4. Work workshop

After break the main character checks her week schedule and heads to other aisle where the work workshop locates and where the main character introduces the spaces and different activities.

5. Lunch

When it is lunch time the main character heads to the kitchen and shows by an example how there should behave; first mark you to the list of eaters, disinfect hands, take the plate, look at the example dish and plate the food by its example. Main character also shows where to find special diet foods, drinks, forks and knives and glasses and that it is important to first take a seat and then start eating and or discussing with the person sitting next to you. After lunch the main character shows where to leave the dishes and where to get coffee.

6. Media workshop

After lunch break the main character checks the week schedule and heads to third floor where the media workshop locates and there she introduces the spaces and different activities.

7. Study- and work coaching, occupational therapist and sexuality coach

In the afternoon main character has meetings with staff mentioned above. From third floor she goes to the second floor where the study- and work coaches have their offices and tells about their work and services. After that she heads again to fifth floor and shows the offices of occupational therapist and sexuality coach and tells about the activities they offer.

8. Snack time and heading home

When it is the time main character heads for the snack in the kitchen. After that she goes to the racks and dresses up and heads home.

The written plans, which tell more about the camera angles and distances, can be found in appendix 1.

4.2 Practice videos

The practice videos are way to explore issues which are unclear and which need to be clarified before starting to make those actual videos. There are two factors that are unclear; what is the best tool for filming and should there or should there not be members of staff showing on the background.

There are two equipment options for the filming, single lens reflex camera (SLR camera) with video feature and iPad. Although the iPad would seem a natural choice since it is one of the key elements of this thesis there are such factors as quality of the picture, editing and stability while shooting. With iPad all the previous are harder to execute. Quality of the picture is not as good as it would be with the SLR camera, editing possibilities are wider when doing it with computer instead of iPad and SLR camera with stand is easier to keep still, iPad on the other hand is more likely to shake when moving.

Showing members of the staff on the background is also an issue. If they would be there some of the clients would maybe learn via it that that and that person works there and is someone who you can ask for help. Having them would also make the situations in the workshops look more natural since actual clients will not be in the background. However, it can make the

videos look unclear and can disturb some of the viewers and take the focus away from the main point.

After testing the tools and appearance of others in the video it became clear that better option for the filming is to use SLR camera since the quality of the video is so much better in it, it comes in more usable file form, because when filming with iPad it uses the Apples own format which can cause problems while editing. With the appearance there was not as clear options; it looked good both without and with others. However, since the timetable is tight and it is otherwise easier to film when there is no extra distractions going on we chose not to have others appearing in the video.

4.3 Official videos

Making the actual videos started with checking the lists of things that the workers want to have in those clips when presenting workshops and own listings about scenes like lunch and entering the center. All the needed clips and things were written in short for a paper (appendix 1). When this list was made it was important to discuss with the camera man that what would be suitable schedule and we decided to have two shooting days. After deciding those dates we informed the superior of the unit and the thesis tutor about this schedule, booked a camera for us and also planned what shall be filmed when and where and in what order. Since the videos were done as individual clips which will be edited together it made the actual filming easier; if some room was booked at day one it did not matter since it was possible to return there later on that day or in the second filming day.

4.3.1 First shooting day

First shooting day we started filming around 15. This was because of the presence of clients; on regular day their day end around 14:30 and since we were not allowed to show them in the videos it was better to start filming after they had left the building. On day one we decided to shoot majority of the videos which were mandatory to film in 5th floor (unit is in three floors of that building; 2nd, 3rd and 5th). We decided to move in order from room to room just to save time and prepping the spaces easier.

Since the list of needed scenes was clear it was simple to take needed preps, place them and start shooting. Majority of the time was spend on choosing the right shooting angles so that the sun light was not bothering the quality of the film and that the executed action was shown as clear as possible in the film. Few times we had to ask advice from the workers, especially in the art workshop, how to show all the different techniques they want to present in those videos. It also took some time to find all the needed accessories since the storage plac-

es have changed since last visit and also the 5th floor is quite big, so lot of the time was used on walking from one end to another because something was forgotten to the previous corridor. It had to also be kept in mind that videos have to look clear and that the action is obvious and informative but still change the angle of camera between different actions so that it does not look boring.

During the first shooting day it came clear that for the sake of cohesion it was better to do the clips and audio separately which was different than what was originally planned. Originally the idea was to use voiceover only in some clips but it did not take long to realize that using only voiceover the audio is more cohesive and does not have any awkward breaks in it. That way the quality of the video is better when the audio flows on and the pictures change. This decision made the process move on much faster since we did not have to worry about the lines. Instead we were able to use all our energy to film as many clips on that day and pay more focus on the angles and distances of the camera.

The plans changed a lot from the original ones also in this section. Storyboards which were made were found not to be useful since the changes in method of creating the audio. Also factors like light and other people were not taken into consideration when making those storyboards. So eventually the primary plans (storyboards) were not useful at all and the short written checklist was found more valuable and useful. This caused a lot of improvisation during process which increased the level of challenge and difficulty and also made it more entertaining.

4.3.2 Second shooting day

Second shooting day did not have as much searching for the right ways to do things; moving and planning and executing had more structure and routine in it. The challenging part of that day was to keep up the motivation for whole day - shooting started 9:30 and ended after 15. This was possible to do because on the second shooting day we filmed all the clips that had to be made outdoors and the lunch section which was impossible to frame so we were forced to film it when the clients were in the building. However, we filmed it few minutes before the lunch service started so that the kitchen and dining room were empty.

One of the technical issues on the second day was the fact that many of the clips had to include screen of computer so that the text on the screen was readable. It was quite difficult to find the right angle where the camera was close enough to the screen so that whoever is watching that video can read the text but still so far away that it was possible to see the person sitting on the computer.

The biggest struggle of making all the clips (both on day one and two) was the clip 1, “Entrance to unit”. Combination of moving camera, heavy doors, tight spaces, outsiders who also use those doors and elevators and poorly planning were the reasons why this video was extremely hard to film. Every time someone came from the doors or from the elevator we had to cut the filming, and when the same hallway is used not only by Autismisäätiö but also by a restaurant, vocational school (which had entrance exams on that time) and few other companies there was quite a lot of traffic. And when there were no people around us the elevators were on use which forced us to wait for them for long time and that does not look nice on the video. So this section we had to film over and over again and the editor will have to work a lot with those clips just to be able to create a cohesive video which makes sense and is not too confusing.

4.4 Editing

Editing will be done by friend of mine who has studied media. The reason why someone else is editing these videos is simple; I have no experience in editing so if I would start editing all of those clips it would take long time and lots of patience and either one I do not have at the moment. Also, this thesis is not about how well the author can edit, it is about the content of those videos - how well do those meet the needs of this specific client group and how was I able to plan and execute those factors. I study social services not media and that is why I decided that I will not do the editing. Of course this decision was not done only by me. After consulting the opinions of working life partners’ tutor and superior the decision was made.

Of course, since these are my creations, I decide how these will be put together and what should be added and how and what should be cut away. It is still my vision and plan which will be executed but someone else is helping to make that final product as good as possible.

5 Evaluation of the project

Idea of this project was to create orientation videos for Autismisäätiö’s new clients, clients who have ASD (autism spectrum disorder). The main idea has been same throughout the project but majority of other factors have changed during the process of creating those videos, starting from the tools what were used to film it and ending to the manuscripts which changed almost completely while shooting these clips. These changes were done partly because there was no choice and even though the original idea would have been better and also because during this process I learned a lot and realized that some things come out better if the changes will be done. This is the reason why storyboards which were made beforehand were not valid anymore while shooting and why there were the actual execution of the videos changed almost completely when it comes to technological part.

The key point in this thesis project was to create tools for clients who have autism spectrum disorder and in that sense that is the most important theoretical background in this video. When planning these videos I took into consideration many of the factors mentioned before in this thesis.

One of the factors that were taken carefully into consideration was prosopagnosia (face-blindness), since according to Bogdashina (2003) that is one of the essential symptoms of ASD, and that is why I was the only person whose face was showing in those videos. I also had same shirt in every video (red and white stripes) and my hair was same way so that it would be easier to identify me as the “video person”. Face-blindness is one of the reasons why there were no members of staff showing up in the videos since there was a risk of that that would make videos confusing for some clients. Another reason for not showing others in the video was more practical - schedules.

When it comes to the under senses (hypo) the most important ones, like I mentioned before, in the eyes of this project were sight and sound. For both of these the visual tools were important and this is why when editing the key words of every scene were added in to the picture (The National Autistic Society, 2014). Those ways even the clients who have difficulties to understand either moving picture or sound can follow up. Key words were taken from the speech which was recorded afterwards. When speaking I used plain language so that following is easier and viewers do not get confused because of unnecessary and difficult words.

The cognitive factors (memory and attention) are the reasons why these videos were made so that they last maximum 3 minutes. If the editing would have been done so, that instead of several short clips there would be only one long one none of the clients would not have the energy to watch it through. That is why short clips are better for the clients who have problems with attention. For the clients who have problems with memory the previously mentioned factors (same shirt, written key words) help also. When these clips are available on iPads the client who has issues memorizing, he or she can ask the iPad from the worker and watch that clip again. If they would have been edited so that they are all in together that client should either watch the whole thing again and again or rewind. This way the cognitive side is taken into consideration.

However, like Bogdashina (2003) mentioned in her book, people with ASD have different ways to collect information and this way they can see different things as key factors than people without ASD. Even though previously mentioned elements make it easier to find those important facts it might be that the end result is not clear for those people who really with this one.

After discussing with the tutor of the working life partner it became clear to me that instead of trying to show all the necessary activities of every workshop it would be better to focus on few most common ones. This way the main idea comes clear for the client and if he or she gets interested he or she can go and explore the workshop by him or herself. Including only the main points makes it easier to make the videos shorter and easier for the client to adapt new information; too much information leads easily into not memorizing anything or losing the attention when there is too much facts in too short time.

Before starting this project I did SWOT-analysis, since according to Brim Agency (2014), it is a good way to find out possible outcomes for processes like this one and what might happen during this work, both the helpful and harmful and the internal and external factors. Now when this project is almost finished it is interesting to go through and discover how accurate that analysis actually was.

When looking at those internal factors, both helpful and harmful ones, almost all the listed facts appeared. From the helpful side my work experience and knowledge about the unit and target group was one of the reasons why it was possible to do this project in such a tight schedule without letting the quality of the work suffer. It was easy to move fast when I knew what was were, how things were done there and what is the best way to do something when taking the target group into consideration. From the harmful side (weaknesses) the technological part did not come through because of the wise decision not to edit those videos by myself. Otherwise the scenarios of motivational and timetable issues came into reality; when there were problems finding motivation the timetable suffered since nothing was progressing. The capability to write academic text also delayed the project; feeling unsure can I do this made me postpone writing for as long as possible.

All of the external factors are not yet clear. However, those ones which are came out like I thought they would. I had the support of the work community and the superior of the unit made it possible for me to work in flexible hours (in this case it mainly means that we were able to stay in the unit and continue filming after the staff had left). Instructors from the working life partners' side were great and it was easy to get honest feedback and someone who I could discuss about the issues. From the school side there was very little support which made especially the writing part much more difficult, especially when this kind of thesis project is not common in the field of social services so there were no ready models what to use.

Execution and it not being what was planned was mentioned in the threats and in my opinion it was not as bad as I worried it might be. Tools were on the opportunity side and it needs to be admitted that without the cameras and the preps we used those videos would not be as

good as they are now. Even though I mentioned the participation of other members of staff as my threat it was not one since the practice videos proofed that there were no need to use them in those videos.

Chance to make awesome and functional materials was in the external opportunities. That is a part which is impossible to tell at the moment that did it come out like I planned (awesome and functional) or as something else. This part will be discovered when those videos have been in active use for at least six months. After that it is possible to say are they useful or not. Of course there might be a risk that for one reason or another the staff will not take it into use and then the functionality and awesomeness will be never discovered.

When looking at this project from the view of post-project evaluation theory, this project did not end exactly like it was originally planned; for example, if I would have known that the actual shooting will be done with SLR camera and editing will be done by someone else I would have not concentrated as much into the iPad part in theory. At the moment the iPad will only be the platform where these videos will be retained and also equipment which is used when showing those videos for clients. Originally the plan was to do everything with iPad, but because of the question of quality of picture and file formats came too big I decided to take the easier road to get wanted result.

Another thing what I would do differently if I would start the project again would be the quality of manuscripts. Over all, all kind of detailed planning is difficult for me and that was one of the downfalls of this project. If I would start this project again I would go to the unit beforehand and plan all the used spaces and preps more detailed than what was done in this one. This would have decreased the amount of improvisation and also the time which was used into finding the preps and deciding angles of camera. Of course it would have not removed all the changes, since some of the factors are impossible to predict beforehand (for example, will there be sunlight or is someone from the staff working longer hours on that day). On the other hand, it was not so much extra work especially with the preps because I knew where those are held because of my work experience. Also setting the scenes properly beforehand would have been impossible because the clients use the spaces during day time.

One of the things where the post-project evaluation theory aims to measure is how final product meets the customers' needs (Project Management Advisor, 2006). At the moment it is impossible to say that, since that will be discovered when the products have been in use for quite some time. If we compare professional knowledge, theory base and the request and wishes of working life partner that what they should include, I would dare to say that it meets the customers' needs quite well. This is of course only speculation and does not tell anything about the actual functionality of the product.

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Appendices

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| Appendix 1: Manuscript for the activities what could be shown in the videos. | 27 |
|---|----|

Appendix 1: Manuscript for the activities what could be shown in the videos.

TAIDEPAJA

Maalaus, grafiikka, kuvanveisto, kuvallinen ilmaisu, huovutus, liisteröinti, maalaus, kortit pensselien pesu, keramiikkauuni, ompelu, kutominen, silitys, kankaan leikkaaminen
Retket, tavaroiden paikat, työvälineet

TYÖ- JA OPISKELUVALMENNUS

Kela, TE-toimisto, verotoimisto (tukea työelämään liittyviin asioimisiin), lautapelit, yksilöajat, työnhaku (omien vahvuuksien etsintä, työharjoittelut, työllistyminen), työhaastattelut, lanteet, tukea opiskeluun koulusta riippumatta, tukea kotitehtävien tekoon, tukea opiskeluhakuun, matematiikka- äidinkielenryhmät, luku- ja kirjoitusarvioinnit

TAUOT

Kellonajat, huilaaminen, pelit, lukeminen, musiikki, tilat

RUOKAILU

Nimen merkitseminen listaan, käsien desinfiointi, annosteluohjeistus, missä mikin sijaitsee (leivät, juomat, lasit, aterimet), ruokailu, astioiden poisvienti, kahvipaja ja miten siellä toimitaan

AAMU

Sisään meneminen, hissillä 5. kerros, takki naulakkoon ja arvotavarat lokeroon, viikko-ohjelman tarkistus

TYÖPAJA

Remonttiryhmä kaksi kertaa viikossa, liikkuva ryhmä kolme kertaa viikossa, ulkotyöryhmä, alihankintatyöt, siivous, lehtien jako, silppurointi, uutisryhmä, asiointi (posti, kauppa), pelit

MEDIAPAJA

Säätiön Sanomat, Excel - tehtävät, Tikas-ryhmät, erilaiset projektit (mm. video), editointi ja animaatio, valokuvaus, ryhmätyöskentely